**Your Name:** Megan Springs

**Grade Level/Course:** 10 - English II

**Unit Title:** Identity: What does it mean to BE?

**Unit Texts (print and non-print):**

* **Novel(s):** 
  + *American Born Chinese* by Gene Luen Yang (Graphic Novel) (240 pages)
* **Short Story/Vignette:**
  + *Dyaspora* by Joanne Hyppolite (Short Story)
  + *The Legend of Sleepy Hollow* by Washington Irving
  + *Woman Warrior* by Maxine Hong Kingston (Ch. 1)
* **Poems:**
  + *Pawn Shop* by Sherman Alexie (Poem)
  + *Exile* byJulia Alvarez (poem)
* **Videos/Film:**
  + Interview with Kara Walker (Video)
  + Interview w/ Gene Luen Yang (video)
* **Essays/Informational Texts:**
  + Biography: Kara Walker
  + Biography: Washington Irving
  + Statements from 10 year olds from across America
  + Biography: Joanne Hyppolite
  + Introduction to Gene Luen Yang
  + Power Point Presentation: Author Biography: Gene Luen Yang
  + Introduction to Graphic Novels and Art (History and Digital Art)
  + Author Biography: Maxine Hong Kingston
  + Visit Maxine Hong Kingston’s facebook page
  + Request Author Video Chat: Maxine Hong Kingston
* **Artwork:**
  + Introduction and Discussion: Kara Walker (Digital Images)
  + Grant Wood, American Gothic, 1930 (Digital Image)
  + *The First Thanksgiving* by Jean Leon Gerome Ferris (Digital Image)
  + *Betsy Ross 1777* by Jean Leaon Gerome Ferris (Digital Image)
  + *Brawn and Iron* by Owen Smith (Digital Image)
  + *Coke Advertisement (Digital Image)*

<http://paintings-art-picture.com/American-illustrators/imagepages/image57.htm>

* **Other:** 
  + “Ragged Old Flag” by Johnny Cash (Song/Audio)
  + “Dominique” by The Singing Nun (Song/Audio)
  + “Centuries” by Fall Out Boy (Song/Audio)

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| **Stage 1 – Desired Results** | |
| **Established Goals (NCTE/IRA Standards): Unit 1.3**  Reading Standards:   * RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * RL 9-10.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. * RL 9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grade 9 or 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.   Writing Standards:   * W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * W 9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link other information and to display information flexibly and dynamically.   Speaking and Listening:   * SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. * SL 9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.   Language – Conventions of Standard English:   * L 9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   Language – Knowledge of Language:   * L 9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.   Language – Vocabulary Acquisition and Use:   * L 9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gather vocabulary knowledge when considering a word or phrase important to comprehension. | |
| **Established Goals (Kansas College and Career Ready Standards):**   * *R 9-10.11\* Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.* * *R 9-10.12\* Read – both independently and collaboratively – print, non-print, and multi-modal works proficiently and critically to be media literate.* | |
| **Essential Questions:**   1. What does it mean to have identity? 2. Who decides your identify? 3. If you are born from mixed ethnic heritage, e.g., African American, Asian American, etc., and you were born and raised in the United States, are you more of one ethnicity than the other? Which do you or should you identify with? Is it possible to equally represent both? 4. What do you think it feels like to have your identity taken away? 5. Is identity more valuable than money, comfort, physical needs? 6. Can you have freedom without identity? 7. Can a person change their identity (e.g., not just their clothing, name, and location – but who they are inside)? Can a *bad* person ever really become a *good* person? | |
| ***Students will know…***   * Their own reading and writing territories * Successful self monitoring strategies * Plot * Theme * Setting – Including:   + Imagery - Sensory     - Historical Ref. Pastoral     - Tone & Mood   + Language     - Allusion     - Metaphor * Character Analysis   + Antagonist   + Protagonist     - Anti-Hero   + Round vs. Flat Characters * Narrator   + 1st, 2nd, 3rd, POV   + Authorial Voice vs. Narrator   + Narrator/Audience Relationship * Fraytag’s Pyramid   + Exposition   + Rising Action   + Climax   + Falling Action   + Resolution * Genre Reflection   + Fiction vs. Non-Fiction   + Horror, Drama, Comedy, Mystery, etc.     - Stock Characters * Vocabulary Acquisition and Maintenance Strategies | ***Students will be able to. . .***   * Identify the elements and historical relevance of the Graphic Novel Genre * Create and analyze a literary cultural context for themselves as individual writers.   + Hear and use their literary voices as individuals in writing and speaking.   + Recognize, reference, infer and evaluate cultural differences in literature * Connect, compare, and analyze historically relevant themes of cultural identity across different genres and media. * Refine previously learned skills related to fiction prose * Write a coherent representation of literature related to identity that exemplifies both their understanding of the author’s cultural context as well as the way in which the author represented his or her ideas. |
| **Stage 2 – Assessment Evidence** | |
| **Performance Tasks:**   * Whole Class Discussion * Small Group Discussion * Unit Project Choices:   + Create and present a mask representing your culture and write an essay describing why each aspect of the mask is meaningful to you and your personal and/or cultural identity.   + Write and present an argument related to the preservation or degradation of cultural and/or personal identity within a society. The argument should include an appropriate rational that conveys the benefits of this kind of social construction.   + Interview a family member or other adult who has experienced the loss of identity or has been segregated in some way due their cultural identity.     - Write a reflective essay about what you have learned from or about the person that you have interviewed and how this has affected your outlook on your own identity.   + Research a famous public figure from a time period in American history.     - Create a mock interview with that person and their responses based on what you learn about them and their identity.     - Write a letter to this person describing how what you have learned about them has affected your outlook n your own identity.     - Create a facebook page for this person that represents their identity.   + Write a personal narrative about a time when you felt out of place and how this affected the way that you feel about your own cultural/personal identity? | **Other Evidence:**   * Students will divide the novel into sections that correspond with the days allotted to complete the reading. Students will respond to each section by writing a journal entry and summery. * Unit exam includes essay, multiple choice, and short answer.   + Assessment of specific knowledge related to the novel, author, and vocabulary. * Journaling and discussion will be a part of daily tasks. |
| **Stage 3—Learning Plan** | |
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| Students will learn what it means to have identity, how our identities are directly related to our cultures. Students will read several different kinds of print and non-print texts as well as participate in a large variety of group and individual activities that incorporate various types of media. Students will also compose their own print and non-print texts in order to apply what they have learned about each topic. | |